

Georgia Southern University

## Digital Commons@Georgia Southern

---

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

---

Fall 2017

### PUBH 4132 - Health Promotion Program Planning I

Raymona H. Lawrence

Georgia Southern University, Jiann-Ping Hsu College of Public Health, [rlawrence@georgiasouthern.edu](mailto:rlawrence@georgiasouthern.edu)

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

---

#### Recommended Citation

Lawrence, Raymona H., "PUBH 4132 - Health Promotion Program Planning I" (2017). *Public Health Syllabi*. 157.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/157>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

## PUBH 4132: Health Promotion Program Planning I

Tuesday & Thursday 12:30 -1:45 pm

---

**Professor:** Raymona H. Lawrence, DrPH, MPH, MCHES  
**Office:** Hendricks Hall 2006  
**Phone:** 912-478-2489  
**Email:** rlawrence@georgiasouthern.edu  
**Office Hours:** T/TH 2:30-4:30p, and/or by appointment

---

*"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."  
~Margaret Mead*

### **Course Description:**

"Provides the student with the theory and practical applications of planning, developing, implementing and evaluating health promotion programs in a variety of settings. The focus will be on a global approach to planning with emphasis on the 5 settings for health promotion programming which include school, community, clinical, college, and worksite settings. Prerequisite: HLTH 2130 or permission from the instructor. Co-requisite: HLTH 4134 Research Methods and Evaluation." (2013-2014 Georgia Southern University Undergraduate and Graduate Course Catalog)

**Student Learning Outcomes\*:** At the end of this course, each student will be able to complete the following:

1. Utilize health related data about social and cultural environments, growth and development factors, needs and interests. **B**
2. Identify physical, social, emotional and intellectual factors influencing health behaviors relevant to a proposed health education curriculum/program. **B,C**
3. Design developmentally appropriate interventions by identifying individual learning styles. **E**
4. Develop developmentally appropriate mission, goal and objectives statements, and rationale supporting the need for a proposed health education curriculum/program. **A,C**
5. Apply principles of community organization in planning a health education curriculum/program.
6. Determine the range of health-related knowledge and skills requisite to a proposed curriculum/program. **E**
7. Develop a scope and sequence of subject areas and strategies to address a selected health issue/topic. **D,E**
8. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery. **C**
9. Incorporate demographically and culturally sensitive techniques when promoting programs.
10. Demonstrate both proficiency in communicating health information and health education needs by appropriately using oral, electronic, and written techniques for communicating health education information.

\*All course objectives are based on the responsibilities, competencies, and sub-competencies identified in the *A Competency-Based Framework for Health Educators* (NCHCEC, SOPHE, & AAHE, 2010).

<http://www.nchec.org/files/items/nch-mr-tab3-110/docs/areas%20of%20responsibilities%20competencies%20and%20sub-competencies%20for%20the%20health%20education%20specialist%202010.pdf>

**Required Textbook:**

1. McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning implementing & evaluating health promotion programs: A Primer (6<sup>th</sup> Edition)*. San Francisco, CA: Pearson Benjamin Cummings.
2. American Psychological Association. (2010) *Publication Manual of the American Psychological Association (6<sup>th</sup> Ed)*. Washington, DC: Author.

**Student Expectations and Responsibilities:**

1. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" being assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for a university excused absence with full documentation. If you miss a test, you have one week to make the exam up. If it is not made up within one week, you will receive 0 points for the exam. You have 24 hours after a test is taken by the class to contact me via email to schedule your make-up exam.

2. The final exam is mandatory.
3. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted).
4. Please consult the STUDENT CONDUCT CODE 2014-15 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.
5. The last day to drop without academic penalty is **October 9, 2017**.
6. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
7. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
8. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with your accommodation letter.
9. This course will use Folio (Desire 2 Learn) as a course supplement. You are responsible for all material uploaded online. To do well in this course you must check Folio regularly for any messages that I might have for you.

10. Read communication rules, technology requirements, netiquette requirements and other materials posted in the Course Information module. This module provides you important information regarding course requirements and course management.
11. When you need to contact me, please do so through FOLIO email account. Please give me 48 hours to respond to emails. To write a **professional** email, please include the following:
  - a salutation,
  - identify who you are,
  - what the contact is in reference to (i.e. PUBH4132), and
  - what you would like me to do.At the bottom of the email, please type out your name.
12. Cell phone policy: Cell phones are expected to be OFF (or on silent) and OFF your person (in your purse or bookbag) at all times during all classes. If you cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class and will lose 15 points from your total grade every time this happens. In case of an emergency, please notify me prior to class.

### **Instructor Objective:**

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

### **COURSE REQUIREMENTS & ASSESSMENT:**

#### **A. Application for Project Team position [10 pts]**

You apply for a project team position by submitting a resume, unofficial transcripts and cover letter. Pay careful attention to the job announcement and tailor your cover letter to best fit. I recommend visiting Career Services to have your resume looked at. DO NOT use a template. And no, you do not need to use heavy weight paper for this assignment. Regular paper will do. This will be **due in class Thursday, August 17th**. You will also need to complete the **Team Maker Application Activity in CATME by Friday, August 18th**. The online submission and in class submission will be evaluated by the instructor. The teams for the program proposal will be created by the instructor by the second week of class.

**Why? Your resume, transcript, and cover letter are the first impression that you will give to a future employer. The closer to perfection it is, the greater your chance of making a good impression on an employer.**

#### **B. CATME team assessments and feedback [20 Pts]**

Throughout the semester, you should have an idea of how you and your team members are progressing on your project. You are encouraged to keep an open dialog with your team members about issues as they arise. In addition, you will log on to the CATME assessment (you will be sent an email with a link) to fill out an evaluation of yourself and your team members. These should be filled out and should address only the previous weeks' performance (both positive and negative). You will be assessed points based on your performance according to yourself and your group members as well as on the quality of the feedback you provide on others. Rating your group members without substantiating your scores will lead to a lower grade. Please note that your assessment will be confidential, but the average of all the ratings for each assessment will be provided to each team member. There is a place on CATME to write messages directly to me that will

not be seen by anyone else. In the event that an issue arises that needs immediate assistance from me, please email or call me on my office phone, as I only check CATME after each submission date listed in the course schedule. **You will receive full credit for completing the CATME assignment; however, the average peer evaluation will be incorporated into your final peer evaluation grade.** This is to encourage you to be truthful with each of your teammates (4 CATMEs @ 5 pts each).

**C. Examinations [150 points]**

There will be a midterm (50 points) and a final (100 points) for this class. The midterm will be given online and the final will be on the assigned time and date for this course. Exam material will cover: chapters, articles, handouts from course lectures, discussions, and activities. The format may include multiple choice, fill-in-the-blank, matching, and /or short answer items. A large portion of the CHES exam is from this information.

**D. Quizzes [40 points]**

Quizzes will be posted on your Folio page for this course. There will be a total of 8 quizzes, one for each chapter of the required text. The quizzes will be 5 points. You will have 2 opportunities to take the quiz. Your highest grade will count.

**E. Team Program Proposal [100 points]**

You will be placed in a group with 3-4 other students for your health project. As a group, you will work on one community project. Through the next two semesters, you will work with this group to plan, implement and evaluate a community health program. **Details included on Folio.**

**F. Assignments**

You will be asked to complete 10 assignments ranging from 5-20 points throughout the semester to prepare you for your final project. Each team will turn in an assignment as a team; I would encourage you to make notes about team members to use for the CATME peer evaluations and final peer evaluations after each assignment. Each of the assignment deadlines are listed on the syllabus and posted on Folio. The due dates and times are in Folio's calendar and listed in Dropbox (please review and plan accordingly).

**NO LATE ASSIGNMENTS.**

**G. Proposal "Connecting the Dots" Presentation [25 points]**

During the final weeks of the course you will give a 10 minute presentation to highlight the aspects of your proposed program. A grading rubric will be posted on Folio. ---The last group presentations deserve the same attention and courtesy as the first group. You will be evaluated by the instructor and a panel of guests.

**H. Attendance [Deduction]**

**Attendance** – Due to the nature and structure of this course, class attendance is of utmost importance. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. Attendance will be taken regularly. **There will be a 5 point deduction on each absence from your total grade.**

*Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered.*

**Participation? Chapters should be read before coming to class**, participating in class activities and discussions, and being responsible for turning in assignments on time. You are expected to spend an average of at least twelve hours in preparation/homework for this class per week. Sleeping with eyes open or closed, texting, earphones in, chatting, checking Facebook or Instagram, emailing are not considered “participating”. **Deductions will be given to students found on their phones during class. This includes during group work.**

### **Syllabus Disclaimer:**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to remain apprised of any changes to the syllabus in order to successfully complete the requirements of the course.

### **Course Evaluation:**

<b>Assignment</b>	<b>Points</b>
Application	10
CATME 4 @ 5 pts	20
Quizzes x 8 @ 5 pts	40
Midterm	50
Final	100
Program Proposal I (BINDER)	100
QEP Individual Assignments (Executive Summary) 2@ 35 pts	70
Proposal Presentation “Connecting the Dots”	25
Group Assignments	75
<b>Total</b>	<b>490</b>
<i>Attendance</i>	<i>-?</i>

**Points are subject to change; however the grading scale will remain consistent as listed below.**

### **Course Grading Scale:**

<b>POINTS</b>	<b>Grade</b>
441-490	A
392-440	B
343-391	C
294-342	D

## Tentative Course Schedule:

<b>ROAD TO HEALTH TOOLKIT</b> <a href="http://www.cdc.gov/diabetes/ndep/road-to-health.htm">http://www.cdc.gov/diabetes/ndep/road-to-health.htm</a>			
<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Quiz/Assignments</b> <b>All due by 11:59pm on Sunday</b>
1 August 15/17	8/15: Introduction & Overview, Writing Fellow  8/17: Intro to the Road to Health Toolkit	Ch 1 Ch 2	Complete Quiz 1 (availability ends 8/20)  *CATME Team Maker Application due online (8/18)  Read Road to Health Toolkit User's Guide
2 August 22/24	8/22: Literature Review  8/24: Literature Review		Complete Quiz 2 (availability ends 8/27)
3 August 29/31	<b>MEET THE WRITING FELLOW</b>  8/29: Lit Review/QEP Rubric  8/31: Lit Review	Ch 3	Complete Quiz 3 (availability ends 9/3)
4 September 5/7	9/5: Lit Review  9/7: Lit Review		A1. Lit Review ( 20 pts) (Due 9/10)  *CATME 1 (Due 9/10)  <b>MEET WITH COMMUNITY PARTNER</b>
5 September 12/14	9/12: Needs Assessment  <b>9/14: Program Planning Q &amp; A</b>	Ch 4	Complete Quiz 4 (availability ends 9/17)  Russell Union 2080
6 September 19/21	9/19: Needs Assessment  9/21: Needs Assessment		<b>MIDTERM (CH 1-4): ONLINE Due 9/24</b>
7 Sept 26/28	9/26: Mission statement, goals and objectives 9/28: Mission statement, goals and objectives	Ch 6	Complete Quiz 6 (availability ends 10/1)  A2. Needs Assessment (20 pts) Due 10/1
8 October 3/5	<b>Team Meetings with Dr. Lawrence (Bring M/G/Os)</b>  <b>Groups 1-6 Meet on Tuesday</b> <b>Groups 7-12 Meet on Thursday</b>  <b>Group 1/7: 12:30-12:40</b> <b>Group 2/8: 12:40-12:50</b> <b>Group 3/9: 12:50-1:00</b> <b>Group 4/10: 1:00-1:10</b> <b>Group 5/11: 1:10-1:20</b> <b>Group 6/12: 1:20-1:30</b>		*CATME 2 (Due 10/8)  <b>MEET WITH COMMUNITY PARTNER</b>
9 October 10/12	10/11: Mission statement, goals and objectives 10/13: Theories and Models		
10 October 17/19	10/18: Theories and models 10/20: Executive Summary	Ch 7	Complete Quiz 7 (availability ends 10/22)  A3. Framework (5 pts) Due 10/22

			A4. Miss/Goal/Obj. (10 pt) Due 10/22
11 October 24/26	10/25: Intervention plan 10/27: Intervention Plan (Evaluation)	Ch 8 Ch 9	Quiz 8 & Quiz 9 (availability ends 10/29) A5. Intervention Plan (15 pts) (Due 10/29)
12 October 31/November 2	<b>10/31: PPI Presentations</b> <b>11/2: PPI Presentations</b>		<b>CATME 3 (Due 11/5)</b>  A6. Planning Committee (5 pts) Due 11/5 A7. <b>INDIVIDUAL</b> Executive Summary #1 (35 pts) Due 11/5
13 November 7/9	<b>11/7: American Public Health Association Conference (NO CLASS) Work on Presentations!!</b> <b>11/9: PPI PRESENTATIONS</b>		<b>FINAL COPY OF PRESENTATION DUE IN DROPBOX 11/12 @ 11:59p</b>
14 November 14/16	<b>11/14: PPII PRESENTATIONS</b> <b>11/16: PPII PRESENTATIONS</b>		<b>Proposals/Binders Due 11/16 IN CLASS</b>  A8. <b>INDIVIDUAL</b> Executive Summary #2 FINAL COPY (35 pts) Due 11/19
15 November 21/23	<b>THANKSGIVING BREAK: NO CLASS!!</b>		<b>GIVE THANKS!!</b>
16 Nov 28/30	11/28: <b>PPII PRESENTATIONS</b> 11/30: Review for Final/Evaluations/Binder Return		<b>*CATME 4 (Due 12/3)</b>  <b>MEET WITH COMMUNITY PARTNER</b>
<b>17 December 5</b>	<b>Final Exam 12:30-2:30pm</b>  Conflict time 7:30-9:30am (Only for legitimate, documented conflicts)		<b>Final Exam (IN CLASS)</b>